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ABSTRACT

This document offers the second set of annual performance indicators relating to publicly funded higher education institutions in the United Kingdom. The document has the additional purpose of allowing each institution to check its own indicators based on the information supplied in this paper; of allowing the Higher Education Funding Council for England (HEFCE) to pose specific questions related to the indicators, for which they request answers; and to allow the institutions to comment on various aspects of the indicators and questions which they raise. The document provides some background about the information included, including follow-up procedures and a timetable, and discusses and defines new and existing indicators. Appended are technical notes and field definitions for the data files (unique student identifiers, fields of study, age groups and demographic information, as well as data relating to characteristics of the various institutions). Eight charts provide graphic displays of the various indicators. A final set of tables aligns units of assessment, i.e., courses of study, with cost centers (e.g., the courses in Classics and Ancient History are included in the Humanities group.) (RH)

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ED 445 566

Consultation

April 00/18

Respond by Wednesday 31 May 2000

Consultation on performance indicators

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Consultation on performance indicators

To	Heads of publicly funded higher education institutions in the UK
Of interest to those responsible for	Student data, Planning
Reference	00/18
Publication date	April 2000
Enquiries to	Judy Akinbolu, tel 0117 931 7110 e-mail j.akinbolu@hefce.ac.uk

Executive summary

Purpose

1. Last year, we published a set of performance indicators for higher education (HEFCE publication 99/66). This year we will publish the second set of indicators in this series.

2. The consultation exercise carried out before publication last year allowed us to take on board some of the concerns institutions had about the proposed indicators and their presentation. The consultation had to take place before institutions could see the complete set of indicators, so one purpose of the present exercise is to allow institutions to make further comments now they have had the opportunity to see the indicators as a whole.

3. The second purpose is to allow each institution to check its own indicators. We have supplied information with this document which will allow institutions to look at the data for their students, derived from the HESA records.

4. Thirdly, we pose a number of specific questions relating to the performance indicators and the data used in their construction, to which we would like answers.

5. Finally, a number of institutions have asked for further information about the indicators, or for further work to be carried out into the application of the indicators. This exercise allows institutions to comment on these aspects.

Action required

6. For any further information about technical aspects of these indicators, or the data files and documentation that have been provided, please contact either Judy Akinbolu or Ali Emrouznejad at HEFCE, David Bailey at HEFCW, or Reg DeMellow at SHEFC.

7. Responses to the consultation should be sent to the relevant funding council by **31 May 2000**.

Background

8. In 1999, we published a set of performance indicators relating to higher education institutions (HEFCE 99/66, 'Performance indicators in higher education'). We intend to make this an annual publication, and to extend the areas covered.

9. In future years, for HEFCE-funded institutions we intend to include the draft performance indicators with other derived statistics, so that all data checking can be done together.

Information included

10. In paragraphs 26 to 43 there are a number of issues on which we would welcome comments, and questions that we would like institutions to answer. These cover the figures already published, as well as those to be produced this year.

11. The tables containing each institution's data are provided as an attachment to this document. They are now in the format which was used for publication last year. The attachment does not include all the introductions to tables, but they will be similar to those in the publication. Where a new table is proposed, we have included a draft of its introduction.

12. This year, disks are included with this document which contain data on each institution's individual students, and various other files. The student data files contain the codes we have used for different indicators, and details of the transition matrix used for projecting the outcomes for each institution. Institutions may wish to use the files provided to check their own results, to see how we have made certain calculations, or to check to which categories we have allocated their students in producing the indicators. For full details of the data disks see Annex A.

13. Annex B includes definitions used in this document, where these have changed from last year. Other definitions, as well as details of how to carry out the computations for the adjusted sector benchmarks and for the projected outcomes and efficiency, can be found in HEFCE 99/66.

14. Annex C includes graphs showing the spread of the institutional indicators across the sector. These provide information about the performance of institutions as a whole.

15. Although we have repeated some of the information from HEFCE 99/66, it is assumed that readers have a copy of it available.

Data from UCAS

16. Last year, we explained that we needed to use data from UCAS because the HESA record did not hold details of Social Class. The new HESA record now includes this information, but our analysts have found that the data on this field, as well as on some other fields, are not of sufficiently high quality. We have therefore used the UCAS database again this year to enhance the quality of data used in calculating performance indicators. We have only used the UCAS database where the information on the HESA database is missing, or has a code that shows it is unknown.

17. The funding councils are sponsoring a study on ways of improving the process of incorporating data from UCAS into HESA records. The study is expected to report in the summer. It is hoped that the results of this study, when implemented, will mean we no longer need to use the UCAS database.

Data amendments

18. Quality assurance procedures for HESA data currently take place at the time of submission to HESA, and culminate in HEIs signing off their data to HESA. This sign-off process means that the institutions agree that their data are accurate. However, last year a number of institutions found that some of their data needed amending if they were to be used for PIs. Since this may happen again this year, we will exceptionally allow institutions to update their individual student data for incorporation into the PI calculations. For details of how this can be done see Annex A.

HEFCE-funded institutions

19. From next year, we expect to include these checks with others concerning HESA-derived

statistics. Therefore, it should not be assumed that there will then be any further opportunity to amend data submitted to HESA.

20. Because of the timing of the exercise this year, any amendments already sent to us following circulation of HEFCE 00/06 ('HESA 1998-99 derived statistics for funding allocations and monitoring') will not have been included in the draft indicators presented here. These amendments will be taken into account before the indicators are published.

All institutions

21. In future years, it is hoped that the checks on data for the performance indicators will take place slightly earlier in the year. The need for data amendments should diminish as institutions see what is required.

Follow-up procedures

22. Following the consultation last year, we placed information on the HEFCE web-site to keep institutions informed. This year, we hope there will be fewer problems, and that we can work to a shorter timescale. We will again keep institutions informed through the HEFCE web-site at www.hefce.ac.uk, under 'Good practice'.

23. Also available at this site are last year's indicators, certain extra statistics and further explanatory notes, and the full publication.

Timetable

24. Please send responses to this document to the HEFCE, HEFCW or SHEFC no later than 31 May 2000. Earlier responses would be appreciated. Note that paragraphs 26 to 35 list questions to which we would like responses from all institutions, while questions in paragraphs 36 to 43 are only relevant to institutions that make a modular return for part-time students to HESA.

25. This year we intend to publish the indicators in early summer.

Issues for consultation

General comments

26. In producing HEFCE 99/66, we tried to take comments from last year's consultation exercise into account. These comments ranged from presentational aspects to points about the content. It is only since the document has been published that institutions have been able to see the indicators in context, and how they reflect aspects of performance across the sector. We welcome any further general comment.

Ongoing developments

27. We aim to produce a number of reports over the next 12 months on topics connected with performance indicators. Topics include:

- monitoring participation rates by type of geodemographic area
- factors important in determining progression rates.

We welcome comments on the usefulness of such reports.

28. We have also been investigating what further information relating to PIs can be made available, and what improvements can be made to existing indicators. We have included the following in this consultation:

- which institutions are chosen by students who transfer. (This information will not be for publication, it will be available to individual institutions only)
- benchmarks for the projected outcomes and the 'All students' non-continuation rate which take age into account.

Is this extra information helpful?

29. We are still working on a number of other areas. We hope to be able to introduce the following improvement shortly:

- a facility to benchmark against user-defined groups (such as neighbouring institutions, or institutions deemed similar).

Would this be useful? What could be added?

30. A number of people have commented that there are too many access indicators, and that these could be reduced in number. (See paragraphs 52 and 53.) Institutions are asked to comment.

Existing indicators

31. The tables attached show, for each institution, the figures for this year. Institutions are asked to check them, to compare them with last year's published figures, and to comment on any major changes that have taken place since then. (But see paragraph 51.)

32. Last year, institutions asked for an indication of whether the difference between an indicator and its benchmark was significant. We therefore provided standard deviations, and marked large differences with an asterisk. Is this helpful?

33. We produced indicators last year for a number of different student groupings. Please comment on the groupings used, in particular:

- the omission of separate sections in Tables T1 and T2 for 'other undergraduates' (see paragraph 58)
- the inclusion of young entrants by neighbourhood type in Table T3 (see paragraph 59)
- the inclusion of mature entrants by previous HE qualification in Table T3 (see paragraph 59).

34. The HESA record this year uses new codes to identify students with A-levels, Scottish Highers, or GNVQ level 3 qualifications (see paragraph 49). Has the institution ensured that we can distinguish between, for example, students with a mixture of Scottish Highers, and those with a mixture of GNVQs, using these codes? If not, will it be able to do so in future returns?

New indicators

Fee split

35. We have explained at paragraph 101 why we are not including a new access indicator this year detailing the liability of students to pay tuition fees.

Would this indicator be useful if the data quality could be improved? Please comment on the way the field used, MSTUFEE, is coded.

Module completion rates – Table T6

(This section is only relevant to institutions that make modular returns to HESA.)

36. Overall, do the results in this table appear realistic for the institution?

37. If the institution does not provide information on module levels, please indicate why not. Does the institution intend to provide this information in future?

38. Does the institution's average FTE per student accurately reflect the size of module? (This is particularly important if the figure is either very small, say less than 5 per cent, or very large, say over 75 per cent.) If it is not, please give an indication of what it should be, and why it appears to be inaccurate.

39. We have counted as modules with no results those where the result is given a code of 8 (not tested) and 9 (not known) as well as those where the result has been left blank. Does the institution use these codes to distinguish between different reasons for leaving, for example? Please indicate how many student modules with these codes are due to students having left the course before the end; how many are because the student opted not to be assessed; how many modules cover two academic years, and so do not have results available; and any other important reasons for using these codes. (See paragraph 95.)

40. We have shown results separately for modules with a zero FTE and those with a non-zero FTE. (See paragraphs 82 to 85.) Is our assumption that zero FTE modules contain results from students returned last year correct? Is this division useful?

41. Given the results for this table, and the proposed introduction to it (given at Annex D), is the institution willing to be included in the table this year? (Note that HEFCW expects all the institutions which it funds to be included.)

42. Even if the institution considers its data to be unfit for publication this year, does it expect its data quality in this area to improve in the next year or two, to a point where it would accept publication? What help would be needed in order to reach this stage?

43. Any general comments about this table would be welcomed.

Notes on existing indicators

44. This section summarises information already available, both from last year's consultation exercise and HEFCE 99/66, as well as providing details of changes that we have made, and information about this year's indicators. Paragraphs covering information available elsewhere fall under the heading 'Summary information'. Other paragraphs may contain new information.

Changes to the indicators

45. All indicators that were produced last year are included this year in the same format. We have had to make a few changes to the codes used this year because of changes to the HESA record for 1998-99, but these have been kept to a minimum.

Mode and level of study

46. The definitions of mode and level of study are based, for the 1998-99 data, on the coding frames used in the new HESA record. As far as possible these mirror the definitions used for the 1997-98 data. For the actual definitions see Annex B and HEFCE 99/66.

47. A few institutions appear to have coded some students as MODE=02 (other full-time) or MODE=25 (other sandwich course), when the students satisfy all the criteria for full-time or sandwich modes according to the funding council conditions. For publication, and in future years, we intend to classify students with MODE=02 or MODE=25 as part-time students. However, for this consultation we have included those with either of these codes, and an expected course length of at least 24 weeks, as full-time.

48. A number of institutions in England and Northern Ireland have already responded to HEFCE 00/06 about this coding. These responses will be taken into account before publication.

Entry qualifications

49. The codes for the 'highest qualification on entry' field, QUALENT2, have changed this year so that this field on its own does not distinguish between students with A-levels, students with Scottish Highers, and students with GNVQ at level 3. Three new fields have been provided to make this distinction. To calculate the adjusted sector benchmark last year, we used a separate category for students recorded as entering with level 3 GNVQs, together with 14 categories for students entering with A-levels or Scottish Highers, by number of points achieved. We have tried to re-create this breakdown for the 1998-99 data, but the new fields have not always provided the necessary distinction. How has the institution coded these fields?

School type

50. The definition of school type on the UCAS database has changed this year. In particular, some specialist colleges which were defined as 'independent other' last year are now defined with respect to their specialisation.

51. As last year, we have taken as 'state school or college' all those which are not coded as independent. However, because of the change noted above, the proportion of students from state schools appears to have increased. This is apparent from the individual figures, as well as from Chart 1 in Annex C.

Access indicators

52. Last year, we produced three indicators of access relating to young entrants to HE, for a number of reasons. In an area like access, where the measurement of socio-economic characteristics is involved, it is not easy to agree on one definition. It can be useful to have several indicators to cover different aspects, and to allow a certain amount of cross-checking between them. In addition, institutions may measure the success of their access policies in different ways, and these indicators allow for such variety.

53. If we were to provide just one indicator, it would have to be the proportion of students from low participation neighbourhoods, as this has the most comprehensive coverage. We are looking at other measures, as explained in paragraphs 99 to

102, and in addition we are considering whether the existing measures can be combined in some way.

Adjusted sector benchmarks

54. As last year, we have included adjusted sector benchmarks in most of the tables. These provide comparators for the indicators that are based on sector figures, but take into account the profile of each institution in terms of the entry qualifications of its students, and the subjects they are studying.

55. At consultation last year, a number of institutions said it would be helpful to know if the differences between the indicators and their benchmarks were significant. In the publication we therefore included standard deviations, and marked with an asterisk those considered to be significant. We used the same method this year to produce standard deviations, which again are included with each institution's figures.

56. Last year, we did not take age into account in producing the adjusted sector benchmarks. This year, we have included age in the benchmarks for table T5 (projected outcomes) and also for the benchmark in Table T3 (non-continuation) for all students.

Small numbers

57. Last year we had to decide how to treat small numbers. We supplied the actual numbers in all cases, as well as the percentages. We omitted some groupings from some tables where there would have been large numbers of percentages based on very small figures. In addition, for institutions where the number of students for whom there were known data was very small, we omitted values completely. We intend to do this again this year, but we have included these values based on small numbers in the attached tables.

58. For the access indicators in Tables T1 and T2, we did not provide separate figures for 'other undergraduates'. The tables covered full-time first degree entrants (Table T1a for young entrants, T2a for mature entrants); full-time, all undergraduate entrants (Table T1b for young, T2a for mature); and part-time, all undergraduate entrants (Table T2b). 'All undergraduates' included entrants to first degree courses, plus entrants to other undergraduate courses such as HND and DipHE. At many institutions, the number of 'other undergraduate entrants' (that is, excluding entrants to first degree courses) was too small to provide robust percentages, which is why this was not included as a separate category. Indeed, about half of all institutions had fewer than 50 students in at least one of the young/mature 'other undergraduate' entrants categories.

59. The indicators in Table T3 were provided for young entrants and mature entrants separately. Young entrants were split between those from low participation neighbourhoods and those from other types of neighbourhood (in Table T3b); mature entrants were split between those with a previous HE qualification and those with no previous HE qualification (in Table T3c). Some of the numbers in Tables T3b and T3c were small, but the indicators produced were felt to be informative. We did not include adjusted sector benchmarks in Tables T3b and T3c because of these small numbers.

60. The numbers of students in Table T4 were small for many institutions, so the percentages obtained were not used as performance indicators. However, again it was felt that the information was useful. Because this table is provided only as context, we intend to include it in an annex this year rather than as one of the main tables.

Summary information

(This information is also available elsewhere.)

Access indicators – Tables T1 and T2

61. The access indicators are provided for young and mature entrants separately, and for full-time and part-time entrants separately. For young entrants to full-time undergraduate courses, the indicators are:

- percentage from state schools or colleges
- percentage from Social Classes IIIm to V
- percentage from low participation neighbourhoods.

62. For mature entrants to full-time undergraduate courses, and all part-time entrants, only the percentage from low participation neighbourhoods is used. For these groups, we have excluded students who already have an HE qualification, so that the access indicator is the proportion of students who have no previous HE qualification, and come from low participation neighbourhoods.

Progression indicators – Tables T3 and T4

63. Tables T3 and T4 provide information about the progression of full-time first degree entrants beyond their first year at the institution. The indicator in Table T3 was obtained by tracking students who entered a full-time degree course at an institution in 1997-98 through to 1998-99. The percentage of entrants who were not found at any HEI in 1998-99, and had not qualified with a degree in 1997-98, has been taken as the performance indicator. In addition, we show the percentage who are still at the same HEI in 1998-99 or obtained a degree in 1997-98, and the percentage who have been found at another HEI, in other words, who have transferred.

64. The indicator is provided separately for young and for mature entrants, as well as for all entrants. The total entrants may not be the sum of young and mature entrants, as there are a few students for whom birth dates are not available. The indicator is also provided for young entrants from low participation neighbourhoods, and for mature entrants with no previous HE qualification.

65. Table T4 provides a context for Table T3. Students who leave an institution in one year may return to it, or to another institution, a year later. The scale to which this occurs is shown in Table T4. Here, students who entered a full-time first degree course in 1996-97, and were not found in any HEI in 1997-98, were tracked through to 1998-99. The percentages of these students who were still not at any HEI, were back at their original institution, or were at some other institution, are all shown in this table. (Students who obtained a sub-degree qualification in 1996-97 were included with those returning to the HEI or qualifying.)

66. Figures are provided separately in Table T4 for young and mature entrants. They should tie in with the figures published last year in Table T3 of students not continuing in HE.

Learning outcomes and efficiency – Table T5

67. This table provides the projected outcomes of a cohort of students starting on first degree courses at each institution in 1997-98. The projection is based on the progression patterns of all first degree students at the institution between 1997-98 and 1998-99.

68. It is not possible, using the current method, to split this table between young and mature starters. Last year, we therefore provided the proportion of starters who were mature as a context statistic. This year, we have been able to include age as a factor in calculating the adjusted sector benchmark, so have omitted the proportion of mature students. Would it still be helpful to include this information?

Research indicators – Table R1

69. As last year, we have provided four measures of research output per unit input. The inputs used are academic staff costs and funding for research from the funding councils – quality-related (QR) funding only. The outputs are PhDs awarded, taken from the HESA student records, and income from research grants or contracts, taken from the finance record. All four indicators are standardised by cost centre. Values close to 1 show that the output per input is close to the sector average.

Values of the indicators in 1998-99

70. Graphs showing the spread of these indicators are given at Annex C. The graphs are similar to those in HEFCE 99/66, and will allow institutions to see where they stand in relation to the other HEIs in the sector, although without making any allowance for entry qualifications or subject of study. By comparing these graphs with those of last year's indicators, it is possible to see how the indicators have changed across the sector.

71. For most access indicators, the spread of values is similar to the spread last year, and most

institutions have not seen any substantial change. The changes occur mainly for institutions that only take in relatively small numbers of entrants.

72. The main change to the access indicators has already been mentioned. The proportion of students from state schools or colleges is apparently greater than last year, but this is wholly due to the change in the definition used. The UK figure has increased from 82 per cent in 1997 to 85 per cent in 1998.

73. As last year, there is a marked difference between rates of non-continuation beyond the first year for young entrants and those for mature entrants. The UK figures are similar to those for last year.

74. The projected outcomes and efficiencies for most institutions also show a similar pattern to last year. Many changes are probably due to poor quality data, either last year or this year. Please check the data provided, and contact us if there are problems.

75. The research indicators show similar patterns to those of last year. Most institutions will find that their indicators have not changed significantly.

Notes on the proposed new indicators

Module completion rates – Table T6

Background

76. The progression and completion rates published last year were only calculated for full-time first degree students. The assumptions made to obtain these figures cannot be used with part-time students, so we are looking at other ways of measuring progression for such students.

77. We have looked at completion rates for parts of courses, specifically where a course is returned as modules for which results can be obtained. We can only obtain such a measure where institutions make a modular return to HESA. The indicator is defined as the proportion of modules passed among those modules for which results are known.

78. Last year we did not publish these rates because of the problems raised by institutions. However, this table would give important information relating to part-time students so we are proposing to include it this year, with certain safeguards.

79. Where an institution has stated its intention to provide flexible part-time learning, we feel this information will be of legitimate public interest. Those concerned with ensuring the achievement of that aim, inside and outside the institution, as well as potential and existing students, will be able to see how part-time students progress. This is likely to be the only source of such information.

80. A number of institutions last year felt that they would be penalised if this table was published, because not all institutions make modular returns. This is not the intention of publication. There is no obligation on institutions (except those funded by HEFCW) to provide data in this format. We will make clear that institutions have agreed to be included in the interests of providing better information in this area. The draft introduction to the table, which is included at Annex D, covers this point.

81. Institutions funded by the Higher Education Funding Council for Wales already have to make modular returns, and the HEFCW has indicated that all such institutions should be included in this table. It is likely that shortly, although not this year, institutions funded by the Scottish Funding Councils will be expected to make modular returns, and will then be included in this table. At present, institutions in England and Northern Ireland can choose whether to make modular returns. We propose that, this year, institutions in England, Scotland, and Northern Ireland whose returns are in the required format can choose to be excluded from this table. We strongly encourage all such institutions to be included.

Problems with returning module results

82. One concern was the difficulty in returning results for modules in certain circumstances. In particular, for modules that straddle the academic year where an institution has elected to use what has

been called the '100:0' method of returning student load, there was no way of returning module results. HESA has issued further guidance (Student Circular 99/01, July 1999) providing the opportunity to return such results using a module with an FTE of zero.

83. This seems to have been only a partial solution. For example, some institutions appear to have returned such late module results using modules with non-zero FTE. Also, there can be difficulties where a module is completed, but the results are not known, at the time of data submission to HESA. We are working with HESA to address these difficulties.

84. For each institution, we need to assess the scale of the difficulties in order to decide whether the resulting indicators would be misleading. Please tell us the number of modules so affected, and the policy adopted for returning module results.

85. In the meantime, we have provided the pass rate in the table in two parts, one covering modules with non-zero FTEs, and one for modules whose FTE is zero. Please comment on this.

Criteria for returning a module result as passed

86. A question was raised last year about the treatment of module results. It was suggested that, where students do not have to pass all modules, for example if it is sufficient to pass six out of eight modules to progress, then some institutions are returning all eight modules as passed, whatever the actual marks imply. We will ask HESA to issue specific guidance in future, making it clear that module results returned should relate to the specific module, not to overall student progress. Meanwhile, we ask institutions who have adopted a policy of returning all individual modules in the way described above to let us know.

Data problems

87. There are a number of problems with these data, even for institutions that provide modular returns to HESA. There are two main difficulties. First, some institutions use modular returns for only some students, and therefore the numbers provided do not give a picture of the whole student body. Second, parts of the modular return are not completed fully by all institutions, so that even where all students are covered, only partial information for each student may be available.

88. Of the 66 institutions in the UK that provided modular returns for part-time students in 1998-99, 42 made such returns for all part-time students, and 24 made such returns for only some of them. We propose to include an indication of how many part-time students there are in total at an institution plus how many we have modular information about, so that the results can be put into context.

89. As explained above, we have tried to include 'late results' from the previous year by separating out modules whose FTE is zero from the others. Unfortunately, there is no way at present in which we can pick up module results for students whose own FTE is zero. We are having talks with HESA to resolve this problem.

90. As the information on module level is not provided by some institutions, we have decided to leave it out this year. If the institution does not provide this information, please indicate why not.

Module size

91. We have included two columns in the table which give the average number of modules per student at each institution, and the average size of modules as a percentage FTE. For some institutions, these values appear to contradict the fact that only part-time students are included in this table. For example, some institutions have an average FTE per module of 100 per cent, while others have an FTE per module of 50 per cent and an average of three modules per student. Institutions should check their returns if these values appear inconsistent.

92. It was suggested last year that module size might affect the pass rate, with larger modules having higher pass rates, although we have no evidence that this so. Would it be helpful to split up the pass rates by module size?

93. It has been suggested that we should include the number of credit points per module, and per student. However, the range of values obtained

suggests that there are substantial differences in the way credit points are allocated to modules, which would make these figures of no practical use.

Pass rates

94. Where module results have been provided, three codes imply a result and two codes imply no result. The three codes implying a result are:

- 1 – pass
- 2 – fail
- 3 – referred.

The number of modules with one of these codes is given as the number of modules with results, and those with code 1 are taken as passed. The pass rate is therefore the number coded 1 divided by the number coded 1 or 2 or 3.

95. At present, we do not know in detail why modules are coded 8 (not tested) or 9 (not known) or left blank. Some students so coded may have left before the end of the course, or may not be interested in being assessed. Others may be on modules that cross HESA reporting periods, or for which results are not available for other reasons. Please explain why some modules from the institution do not include valid results. (We have included details with this document – which would not be for publication – showing how many and what proportion of modules are coded 8 and 9 at each institution, and what proportion are left blank. This should give institutions some idea of how relevant this question is to them.)

Adjusted sector benchmark

96. We have looked at the feasibility of including adjusted sector benchmarks with this table, and have decided not to do so at present. The benchmarks for existing indicators take account of differences in progression rates between students taking different subjects, and those with different entry qualifications, and provide comparators which take these factors out of the equation. However, as entry qualification data for part-time students are not as good as for full-time students, and as many part-time modular students are registered on 'combined studies' courses, the benchmarking procedures do not work satisfactorily in this case.

Overall picture

97. Although the proportion of modules with results varies greatly between institutions, the actual pass rate is not as variable. (See Chart 7, Annex C.) About half of all modules have results provided, and 85 per cent of these are recorded as passed. Only five institutions have pass rates below 70 per cent, out of the 57 for whom some results are available.

98. The average number of modules per student varies between one and five, while the module size ranges from less than 1 per cent FTE to 100 per cent FTE.

Tuition fee payment

99. At present, there is only one access indicator for mature students. Last year a number of institutions asked why we did not include social class for mature students, as well as for young. The main reasons are:

- defining and interpreting Social Class for mature students is not straightforward.
- information on Social Class is not as complete for mature students as for young students – only about half of mature students in the UK have information available about their social class.

100. Therefore this year we decided to look at the proportion of students who get some help with paying tuition fees at each institution. We looked at the HESA field MSTUFEE, and allocated students to one of three groups on the basis of this field, as follows:

- students with MSTUFEE = 01 pay the full tuition fee
- students with MSTUFEE = 02, 03, or 04 have some help from the local authority or equivalent with paying the tuition fee, the amount of help being based on a means test of income
- students with other codes for MSTUFEE have not been assessed for their fee liability.

The indicator was defined as the percentage of students assessed for fee liability who do not pay the

whole fee, that is, group 2 as a percentage of groups 1 and 2.

101. The indicators produced in this way did not appear sensible. There were major inconsistencies between institutions, suggesting that institutions use different criteria in coding their students. Therefore this indicator has been dropped for the present.

102. Institutions in England and Northern Ireland have already been asked about the field MSTUFEE in HEFCE publication 00/06, 'HESA 1998-99 derived statistics for funding allocations and monitoring' (paragraph 51 of that document). Institutions in Wales and Scotland may like to add comments about this field. We shall discuss with HESA how to ensure that this field is returned correctly in future, with a view to looking again at the fee liability split as a PI.

Employability indicator

103. The Government is anxious to see an indicator of 'employability' produced this year. At present, the only information available from which we could derive such an indicator comes from the HESA First Destination Survey (FDS). An audit report of this survey concluded that, while the survey is fit for its current uses, it does not provide sufficiently robust data from which to construct a performance indicator.

104. Following discussions with interested parties, it has been agreed that procedures for collecting data for FDS 2000, concerning 1999-2000 graduates, will be tightened, and HESA has already sent out new guidelines to institutions. The auditors expect that these will improve the data sufficiently to allow them to be used for PIs.

105. The intention is to produce the first employability indicator in March 2001. The basic indicator will look at all home full-time students graduating with a first degree who are in the job market, and specifically at what percentage of them are in employment at 31 December of the academic year following their graduation. We are developing a benchmark for the indicator; it will be more complex than the one used for current indicators because of the need to take many more factors into account. Mathematical modelling is being used to determine the format of such a benchmark.

106. Further details are not available at present, but once the benchmarking procedure has been more fully developed we will consult institutions about the format it is likely to take, and the sorts of values we expect to get, based on previous years' data.

107. A further indicator, looking at 'graduate jobs', has been proposed. This will not be available initially, but we are looking at the proposal, which follows on from work done by the Institute for Employment Research (IER) at Warwick University. ('Moving On: graduate careers three years after graduation' published by the Higher Education Careers Service Unit (CSU), November 1999.)

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Annex A

Technical notes

Checking the data

Data disks included

1. Included with this document are data files relating to students which were used to produce the various tables. They are intended to help institutions check their performance indicators. The files included are listed below. ('hhhh' is the institution's HESA identifier.)

Name	Purpose
1998ENThhhh	To show which students are counted in Tables 1 and 2 and to provide the performance indicators for those students
1997PRGhhhh	To show which students are included in the progression calculations and the major student flows
1997TLShhhh	A summary of the larger transfer movements to help identify anomalies
1998REShhhh	To provide information used in obtaining the research indicators
1998RESSECT	Sector research information

2. The number of files provided for each institution depends on the number of tables they are in. For example, if an institution has no full-time first degree students they will not receive the PRG file. Sector versions of the PRG and ENT files (to enable derivation of the adjusted sector values) will be provided on request.

3. Using these files, institutions should be able to reproduce the indicators in Tables T1, T2 and R1. (To produce the adjusted sector benchmarks, the additional files will be needed.) They should also be able to reproduce the core of Table T3; the exception is that they will not be able to distinguish between students transferring and those not continuing.

4. The PRG file will also provide simplified details of most of the students used to calculate the results in Table T5. This should allow institutions to check that the information we have used is realistic. Two diagnostic fields relating to unusual changes in the rates or numbers of students in the simplified transition matrix are also provided. If such changes apply to the institution, a summary will be provided in the header of the PRG file.

5. Each record in the PRG and ENT files relates to one record on the HESA student data set. Only records for students included in the PI calculations are given. The research data are given by cost centres, and the sector files include the numbers of students across the sector in each category.

6. The files are supplied on floppy disks or CD (depending on size) and are presented as comma-delimited ASCII text files. The file header contains summary information for the file and details of the fields.

Fields included in the data files

7. Tables 1 to 4 show what fields are included on the files. Where a field is taken directly from the HESA record, its field abbreviation and meaning have been kept consistent. The number of the field on the HESA record is included in brackets under 'Field description'. A fuller description of the non-HESA fields follows, along with why the field is included. Definitions that have changed from last year are given in section B, other definitions can be found in HEFCE 99/66.

PRIKEY/HUSID

8. These fields contain unique identifiers (one allocated by HESA, the other by the institution) for each student record in the original HESA return.

INSTID/CAMPID

9. This is the institution code as defined in the HESA manual, with the campus identifier code where the institution has different campuses.

Table 1 **Identifier and general information fields in 1997PRGhhhh and 1998ENThhhh**

Field description	Field name	Field type
Unique student identifier	PRIKEY	Numeric
Record type indicator	RECID	Numeric
Institution code (2)	INSTID	Numeric
Campus identifier (3)	CAMPID	Alphanumeric
Student identifier (4)	HUSID	Numeric
Student instance number (151)	* NUMHUS	Numeric
General qualification aim (41)	QUALAIM	Numeric
Date of commencement of programme (26)	COMDATE	Date
Institution's own student identifier (149)	* OWNSTU	Numeric
Institution's own programme of study ID (150)	* OWNPSD	Alphanumeric
Level of study	PILEVEL	Alphanumeric
Mode of study	PIMODE	Alphanumeric
Year of programme	PIYRPRG	Numeric
Age group	PIAGE	Alphanumeric
Highest qualification on entry	PIQUALEN	Alphanumeric
Subject area	PISUBG	Alphanumeric
HEI for reporting year	PIHEI	Alphanumeric
Age group on entry	COMAGE	Alphanumeric

* These fields are only available for 1998-99 records.

Table 2 **Fields in 1998ENThhhh**

Field description	Field name	Field type
Assignment to geodemographic cluster	BESTSPC	Numeric
Table T1 population flag	POPTAB1	Alphanumeric
State school	STATESCH	Alphanumeric
Social class IIIm to V	MANCLASS	Alphanumeric
Low participation neighbourhood	LOWPART	Alphanumeric
Table T2 population flag	POPTAB2	Alphanumeric
No previous HE qualification	NOPREVHE	Alphanumeric
Low participation neighbourhood and no previous HE qualification	LPN_NOHE	Alphanumeric

Table 3 **Fields in 1997PRGhhhh**

Field description	Field name	Field type
Progression starter flag	STARTER	Alphanumeric
Table T3 population flag	POPTAB3	Alphanumeric
Simple progression code	PROGSIMP	Alphanumeric
Table T5 population	POPTAB5	Alphanumeric
Status in base year	NAMEY0	Alphanumeric
Status in next year	NAMEY1	Alphanumeric
Significant change in transition rate	SCHANGE	Alphanumeric
Significant change in base status totals	ROWDIFF	Alphanumeric
1998 HESA student ID	PRIK1998	Numeric
1998 institution's student ID	HUSI1998	Numeric
1998 student instance (NUMHUS)	NUMH1998	Numeric
1998 qualification aim	QUAL1998	Numeric

Table 4 **Fields in 1998REShhhh**

Field description	Field name	Field type
Cost centre number	COSTCN	Numeric
Number of PhDs awarded	NOPHD	Numeric
Academic staff costs	ACSTCS	Numeric
Value of research grants and contracts	GRNCTR	Numeric
Research funding from funding council	INFUCO	Numeric

NUMHUS/OWNSTU/OWNPSD

10. These fields are used by the institution to uniquely identify a student and programme of study. They will allow institutions to link the records on these files with their own. Note they are only available for 1998 data.

QUALAIM/COMDATE

11. COMDATE is used to identify entrants to HE, for PI tables T1 to T4, and QUALAIM identifies the level of their courses. They are provided in the files primarily to help in linking to institutional databases.

PILEVEL

12. The level of study of the student. PILEVEL can take two values:

DEG	Undergraduate, degree
OUG	Undergraduate, other

PIMODE

13. The mode of study of the student. This variable can also take two values:

FT	Full-time
PT	Part-time

PIAGE

14. The age group of the student at 30 September 1998. Mature students are those 21 years or over at that date. It can take the three values:

Y	Young
M	Mature
U	Unknown

PIYRPRG

15. The student's year of programme used for the progression calculations. This will usually be the same as the HESA field YEARPRG except that values greater than 6 are taken as 6 and values less than 1 are taken as 1. When the new YEARPRG value of '0' enters the base year for the projections next year it will become a valid value.

PIQUALEN

16. This field shows the highest entry qualification of the student. Values are assigned using QUALENT2 from HESA, along with ALEVPTS or HIGHPTS as appropriate (or the codes are taken from UCAS if the HESA values are unknown). The variable can take 21 values, shown in table PIQUALEN on the following page.

PISUBG

17. This field contains codes that describe the subject group of the student. The subject groups have been formed by combining some of the groups used by HESA. The variable can take 13 values, as shown below:

	Subject description	HESA subject codes
1	Medicine, dentistry, and veterinary science	A, D1
2	Subjects allied to medicine	B
3	Biological sciences, and physical sciences	C, F
5	Agriculture and related subjects	D, except D1
7	Mathematical sciences and computer science	G
9	Engineering and technology	H, J
A	Architecture, building and planning	K
B	Social studies and law	L, M
D	Business & administrative studies, librarianship and information science	N, P
F	Languages and humanities	Q, R, T, V
H	Creative arts and design	W
I	Education	X
J	Combined subjects	Y

PIHEI

18. This gives the HESA code for the institution that the student is being reported under. This will only differ from INSTID where there has been a merger.

COMAGE

19. Age group of student based on age on 30 September of the academic year of entry to the institution, as determined by COMDATE. This will only differ from PIAGE for students who are not entrants.

PIQUALEN

	Entry qualification	Qualent2 code	Other requirements
AASSCE0	A-levels/AS levels/Scottish Highers, number of points unknown	39, 40	ALEVPTS & HIGHPTS 0 or blank, VOCQUALS not equal to 1, 2, 3 or 97
AASSCE4	A-levels/AS levels/Scottish Highers with 1 to 4 points; Baccalaureate	39, 40, 47	max(ALEVPTS, HIGHPTS) =1, 2, 3, 4
AASSCE8	A-levels/AS levels/Scottish Highers with 5 to 8 points	39, 40	max(ALEVPTS, HIGHPTS) = 5, 6, 7, 8
AASSCE10	A-levels/AS levels/Scottish Highers with 9 or 10 points	39, 40	max(ALEVPTS, HIGHPTS) = 9, 10
AASSCE12	A-levels/AS levels/Scottish Highers with 11 or 12 points	39, 40	max(ALEVPTS, HIGHPTS) = 11, 12
AASSCE14	A-levels/AS levels/Scottish Highers with 13 or 14 points	39, 40	max(ALEVPTS, HIGHPTS) = 13, 14
AASSCE16	A-levels/AS levels/Scottish Highers with 15 or 16 points	39, 40	max(ALEVPTS, HIGHPTS) = 15, 16
AASSCE18	A-levels/AS levels/Scottish Highers with 17 or 18 points	39, 40	max(ALEVPTS, HIGHPTS) = 17, 18
AASSCE20	A-levels/AS levels/Scottish Highers with 19 or 20 points	39, 40	max(ALEVPTS, HIGHPTS) = 19, 20
AASSCE22	A-levels/AS levels/Scottish Highers with 21 or 22 points	39, 40	max(ALEVPTS, HIGHPTS) = 21, 22
AASSCE24	A-levels/AS levels/Scottish Highers with 23 or 24 points	39, 40	max(ALEVPTS, HIGHPTS) = 23, 24
AASSCE26	A-levels/AS levels/Scottish Highers with 25 or 26 points	39, 40	max(ALEVPTS, HIGHPTS) = 25, 26
AASSCE28	A-levels/AS levels/Scottish Highers with 27 or 28 points	39, 40	max(ALEVPTS, HIGHPTS) = 27, 28
AASSCE30	A-levels/AS levels/Scottish Highers with 29 or 30 points	39, 40	max(ALEVPTS, HIGHPTS) = 29, 30
ACCFUND	Foundation or access course	29, 43, 48	
GNVQ3	GNVQ or equivalent, level 3	39, 40	ALEVPTS & HIGHPTS 0 or blank, VOCQUALS = 1, 2, 3 or 97
BTEC	BTEC, ONC, SCOTVEC or equivalent	41	
HE	Higher education qualification	1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30	
NONE	No previous qualification	92, 93, 98	
OTHERS	Other qualifications not given elsewhere	55, 56, 97	
UNKNOWN	Unknown qualification	99	

BESTSPC

20. The best assignment to the geodemographic Super Profiles cluster. Provided for reference.

STATSCH

21. This field indicates the type of school which the student attended before entering HE (only for young students). The variable can take three values:

Y	State-funded school or college
N	Privately funded school
U	Unknown school type

MANCLASS

22. This field describes the social class grouping of the student. The variable can take three values:

Y	Social class IIIm to V
N	Other social classes
U	Unknown social class

LOWPART

23. This field contains a code to indicate whether the student comes from a low participation neighbourhood or not. The variable can take three values:

Y	From low participation neighbourhood
N	From other neighbourhood type
U	From unknown neighbourhood type

NOPREVHE

24. Whether the student has no previous HE qualification.

LPN_NOHE

25. Whether the student has no previous HE qualification and comes from a low participation neighbourhood. For both this and the previous field, the possible values are:

Y	Yes
N	No
U	Unknown

STARTER

26. This flag indicates whether or not a student is included in the set of 'starters' at an institution. A value of 1 indicates that the student is a starter and is included in the transition matrix; a value of 2 indicates the student is included in the transition matrix but is not a starter, and a value of 0 indicates the student is not included. Note that the status of starter is determined by the progression history (not by COMDATE, which is used for entrants).

Table flags

27. The variables POPTAB1, POPTAB2, POPTAB3, and POPTAB5 are flags to show in which table(s) students may be included. Note that although a student may be included in a table, if there are no relevant data available for that student then they will not count towards the indicator. In all cases the values used are:

1	Student may be included in table
0	Student is not included in table

PROGSIMP

28. A simplified flag to show the progression of students from 1997-98, used for PI tables T3 and T5. This variable can take values as follows:

0	Unknown (so excluded from table)
1	Qualified with degree
2	At institution in 1998-99 on full-time first degree course
3	At institution in 1998-99 on other course
4	Not in the institution in 1998-99 – either left HE or transferred

If POPTAB3 is set to '1' then the PROGSIMP grouping of ('1' '2' '3') gives the 'continue or qualify' heading in Table T3.

NAMEY0/NAMEY1

29. The actual transition matrix uses a large number of progression stages. To give a guide to how we see individual students, these fields show the progression status of full-time first degree students in 1997-98 (NAMEY0), and their status in 1998-99 (NAMEY1). The list of possible states is as follows:

FTFD1	On full-time first degree course, YRPRG 1
FTFD2	On full-time first degree course, YRPRG 2
FTFD3	On full-time first degree course, YRPRG 3
FTFD4	On full-time first degree course, YRPRG 4
FTFD5	On full-time first degree course, YRPRG 5
FTFD6+	On full-time first degree course, YRPRG 6 or above
Other HE	In other HE in institution (part-time, sub-degree)
Qualify FD	Qualified with a first degree
Leave	Left institution
EXCLUDED	Not included in table

SCHANGE

30. This is used to indicate where there has been a significant change in the transition rate from NAMEY0 and NAMEY1 since last year. It does not indicate that something is necessarily wrong (indeed, it may indicate an improvement or correction of an error compared to last year) but institutions are advised to examine these students more carefully. The field can take values:

R	Rate has risen
F	Rate has fallen

ROWDIFF

31. This is used to indicate where a row total has changed from the previous year, including the special case where a row is new. As for SCHANGE this does not automatically mean something is wrong but instead suggests more careful examination. The values are:

R	Numbers have risen
F	Numbers have fallen
N	Row (status in Y0) is new

PRIK1998/HUSI1998/NUMH1998/QUAL1998

32. These fields are the 1998 identifiers for the student, to allow institutions to obtain the current details from their files, if necessary.

COSTCN

33. For the research data, this provides the cost centre code. Cost centres used are those that were in force in 1998-99, so this variable can take values 1 to 41, or 99 for unknown. Cost centre definitions are given in Annex E.

NOPHD

34. The number of PhDs awarded in 1998-99 in the given cost centre, taken from the HESA student records. The cost centre is as given on the HESA record, if available, from previous years if necessary, or is found by mapping subject to cost centre. The mappings from unit of assessment and subject to cost centre are given in Annex E.

ACSTCS

35. The academic costs in the given cost centre, taken from the HESA finance record.

GRNCTR

36. The total value per cost centre of research grants and contracts recorded, from the HESA finance record.

INFUCO

37. The total (quality-related) research allocation from the funding council in each cost centre. This information has been obtained from the relevant funding councils. Units of assessment have been mapped to appropriate cost centres, as given in Annex E.

Other files

38. The sector files equivalent to the ENT and PRG files use the fields in Tables 2 and 3, at paragraph 7 of this document. They do not include the individual identification fields from Table 1, rather they contain a field, NO, giving the number of students in the defined category in the sector. Because of the size of the files, they will only be supplied to institutions on request.

39. The file 1998RESSECT.CSV contains the sector data used in calculating the research indicators. The fields are the same as those in 1998REShhhh.CSV, which are given in Table 4.

40. The file 1997TLShhhh.CSV summarises the flows of selected students between your institution and other institutions. Information on destination HEIs is only provided for those table T5 students (home, full-time first degree) who have left the institution without completion and are at another institution in 1998-99 studying full-time at degree level. Information on source HEIs is the converse of this (students studying full-time first degree at the institution in 1998-99 who have left a full-time first degree course at another HEI within the preceding two years). These summaries are not intended to be comprehensive but are to alert institutions to any unusual flows that might result, for example, from the transfer of an entire school to another institution.

Using the data files

41. The computations used to obtain the performance indicators, their benchmarks, and various other statistics, are all given in HEFCE 99/66. Here we have outlined how to use the data files to obtain the inputs to these computations.

Reproducing the indicators in Tables T1 to T3

42. The easiest way to reproduce the indicators is to use pivot tables within Excel. Selecting the appropriate sub-group of the population (by year, level and mode of study, age of student, and so on), the numbers of students with and without the particular characteristic (and those for whom we do not know whether they have the characteristic) can be obtained. Students for whom the characteristic is unknown are excluded from the calculation of the indicator – the proportion for whom it is known are shown as 'Percentage with known data'.

Reproducing the adjusted sector benchmarks

43. The adjusted sector benchmarks can only be obtained with the additional files of sector data available on request.

44. The adjusted sector benchmarks are based on the subject studied and entry qualifications obtained. The codes for the breakdown used are supplied as PISUBG and PIQUALEN. The institution's composition can be found, as for the indicator values, by selecting the appropriate sub-population and obtaining a pivot table of PISUBG against PIQUALEN. The sector breakdown can be obtained similarly from the sector file, by selecting the appropriate sub-population.

45. From the sector table, the proportion of students in each cell with the characteristic of interest can be obtained. (As above, students should be omitted if we do not know whether they have the characteristic or not.) This is the value called P_i in the explanation of the computations. These values can then be used to obtain the adjusted sector benchmark.

46. Using the sector files as well as their own, institutions should be able to reproduce the adjusted sector benchmarks for Tables T1, T2 and T3. The benchmarks for Table T5 are more complex, and cannot be obtained from the data provided.

Reproducing the research indicators

47. The institution data in file 1998REShhhh.CSV and the sector data in file 1998RESSECT.CSV can be combined to produce the indicators in Table R1. All the data supplied relate to the 1998-99 academic year. The mappings from unit of assessment and subject to cost centre are provided in Annex E.

Reproducing the indicators in Table T5

48. The file 1997PRGhhhh.CSV contains details of what happened to full-time first degree students who were in the institution in 1997-98. Again, we have not distinguished between students leaving and students transferring to another institution.

49. As before, institutions can use pivot tables in Excel to reproduce part of the transition matrix used in projecting outcomes for their students. The fields NAMEY0 and NAMEY1 tabulated against each other will give the basic numbers involved, from which the proportions on each transition can be obtained.

50. In the file, we have not distinguished between students leaving HE completely and those transferring elsewhere, nor have we included information about students returning to the institution after a year out. The transition matrix produced will therefore not be the same as the one used in our calculations. If institutions use the matrix produced as explained in paragraph 49, the numbers qualifying will be slightly underestimated, and the numbers leaving overestimated.

51. For further details, please contact us.

Data amendments

52. If institutions find errors in their HESA returns, they may wish to return an amended dataset to us. We will consider such amendments so long as the changes are substantial, are submitted to us in the correct format, and are signed off by the institution.

53. Institutions may be sure that their HESA returns are correct, but think that a particular code has been allocated wrongly. If so, please let us know which students are affected, and why the code may be wrong.

54. Institutions should use the link files sent to them as the basis of an amendment data set to us. The file should contain only those records that are being amended and each record must be identified with YEAR, PRIKEY, HESAINST, HUSID and NUMHUS (NUMHUS for 1998 data only). After these identifiers should be the variables to be amended. The file should also contain a header indicating which variables are being changed and the reason for the amendment.

Annex B

Definitions

Changes to definitions

1. This annex provides definitions of the terms used in the performance indicator tables, where these have changed from last year. Other definitions can be found in HEFCE 99/66.

Mode of study

2. Students are assumed to be part-time unless they are recorded as studying full-time at an institution (full-time includes those on thick or thin sandwich courses). For the new HESA record, this means that only students with MODE given the values 01, 23 or 24 will be counted as full-time (but see paragraph 47 of the main document).

Level of study

3. The level of study is taken from the qualification aim of the student (HESA field QUALAIM). This field has had the values of its codes extended. Only undergraduate students are included in the PIs at present. Degree students are those studying for any type of first degree; other undergraduates are those studying for diplomas, certificates, and other undergraduate courses. The following codes for QUALAIM, as coded for the 1998-99 return, are used:

	QUALAIM codes
Degree	19, 20, 21, 22, 23, 24
Other undergraduate	25, 26, 27, 29, 30, 31, 32, 41, 42, 43, 44, 45, 51, 52, 61, 97

Type of school

4. The classification of school type has been taken from the UCAS database. This year, the list of school type codes has changed, and last year's groupings can no longer be obtained. As last year, we have taken as state schools or colleges those that are not classed as independent, but note that this provides slightly more in the state sector than last year.

Annex C

Charts of indicators

Chart 1 Percentage from state schools

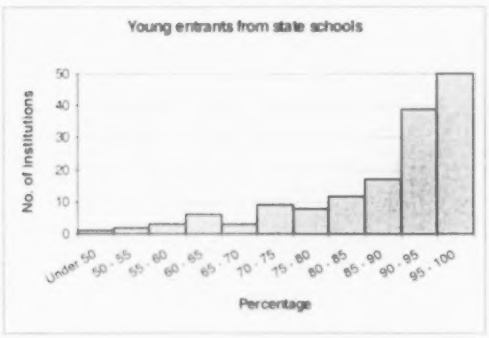


Chart 2 Percentage from Social Classes IIIm - V

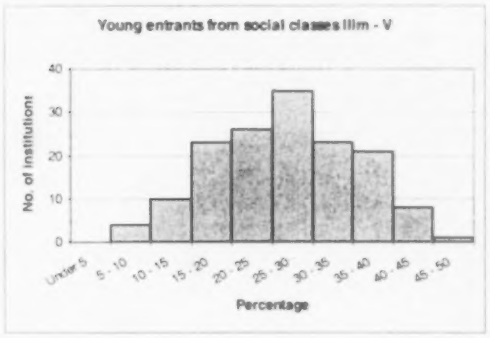
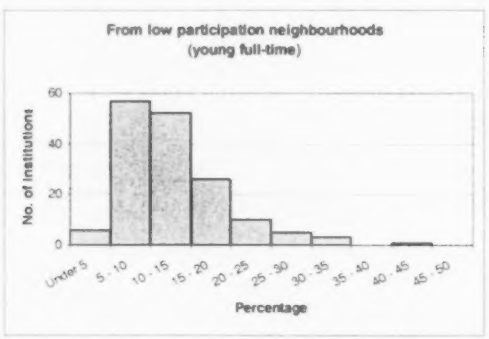
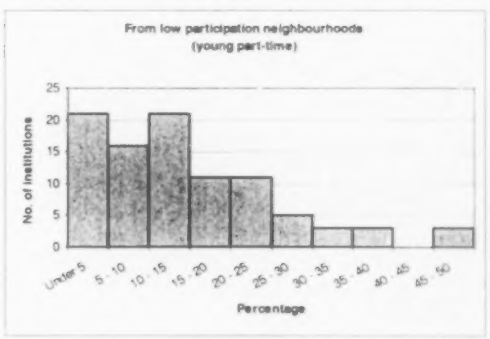
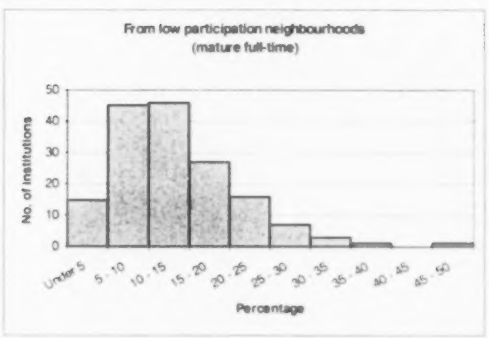


Chart 3 Percentage from low participation neighbourhood







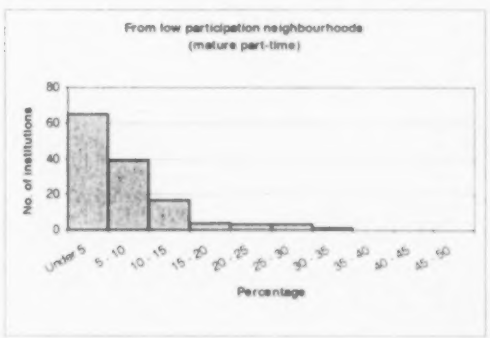


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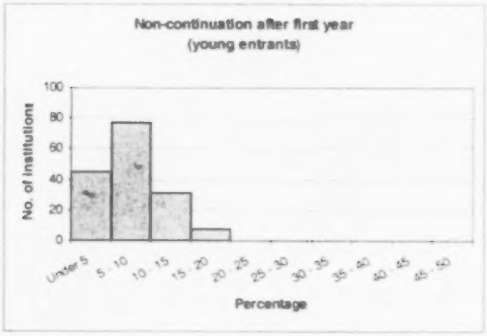
Chart 4 **Non-continuation after year of entry**



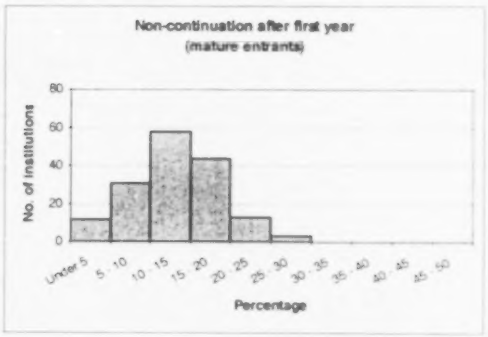
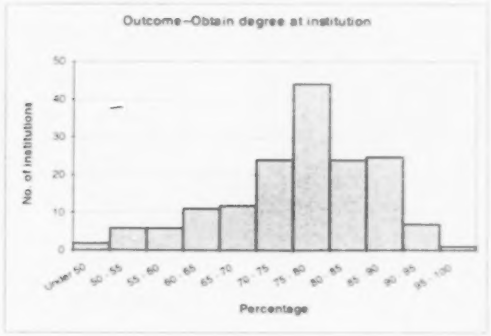


Chart 5 **Projected outcomes**



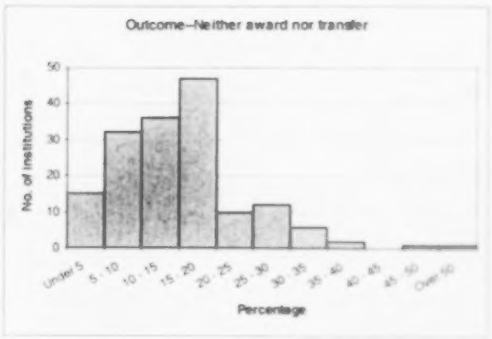


Chart 6 **Efficiency**

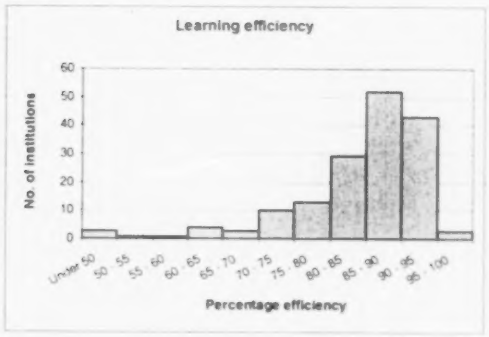


Chart 7 **Module pass rate**

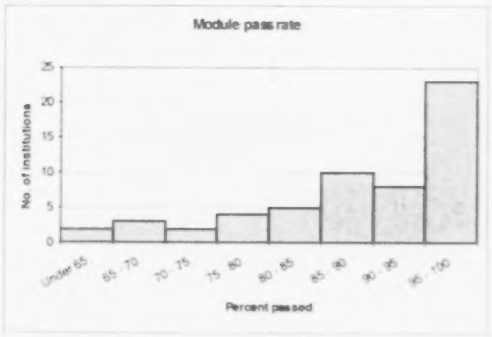


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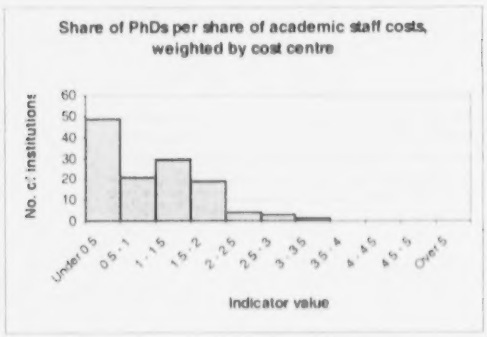
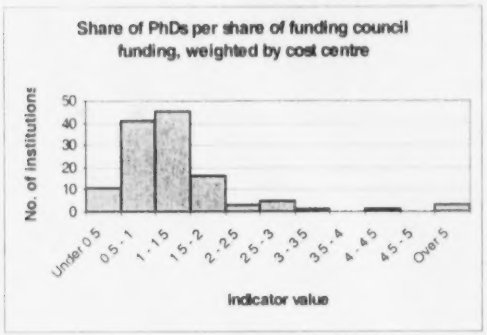
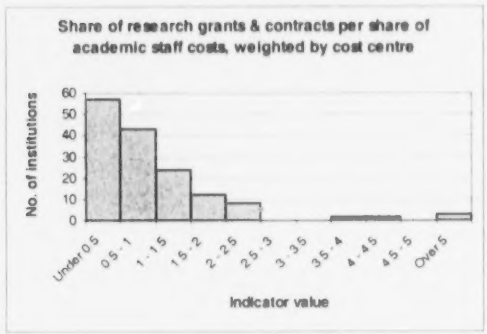
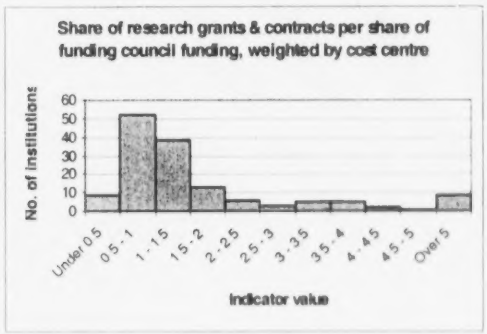
Chart 8 **Research indicators**









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Annex D

DRAFT : Introduction to Table T6

Table T6: Module completion rates

Part-time undergraduate students 1998-99

1. This is a new table, which provides information about the progression rates of part-time students. It is restricted to undergraduate students domiciled in the UK.

2. Progression rates of part-time students are not as straightforward to define as those of full-time students. In addition, while we can tell when a student has completed a course if they obtain a qualification, it is difficult to tell when such a student has not completed a course, and does not intend to finish it. However, if part-time students are taking modules, and if institutions make modular returns to HESA, we can obtain information about the numbers passing individual modules.

3. Institutions return data to HESA in one of two formats, and the institution decides which to use. Only one of these formats allows the return of information on individual modules, and we have therefore given institutions who make a modular return the option of being excluded from this table. Omission from this table should not be taken to imply anything about the institution. We are grateful to those included for allowing us to publish their results.

4. Although the institutions shown supply data in module format, they do not necessarily do so for all their students. The first two columns of the table therefore show the total number of part-time students at the institution, and the number for whom module information is available. This provides an indication of how comprehensive the coverage of the table is for the institution.

5. The next column is the number of 'student modules' for which we have information. If a student is registered on three modules, for example, we would have records for three student modules. The average number of modules per student for each institution is shown in column 8.

6. Modules differ in size, and the final column shows the average size, in percentage FTE per module, of modules at each institution. Together with the number of modules per student, this should give an indication of the average workload of a part-time student.

7. The modular return is designed to include the results of student modules, but these are not always provided. The main reasons for this are as follows.

   a. (To be completed following consultation.)

8. Columns 4 and 5 in the table show how many 'student modules' have results returned, and how many of these are passed. Columns 6 and 7 translate these into percentages. The percentage pass rate (for all modules with results provided) is given in column 6, and the percentage of modules for which results are available is given in column 7. If results are available for only a small proportion of modules, the pass rate should be treated with caution.

9. Previous columns relate only to modules which have non-zero FTEs. For operational reasons, some modules are returned with zero FTEs, to provide information about students who were registered in the previous academic year but for whom module results were not available at the time of the HESA return. The next four columns provide the number of such modules, the number for which there are results, and the numbers and percentage of these which were passed.

Annex E

Mapping units of assessment/subjects to cost centres

Unit of assessment to cost centre

Unit of assessment		Cost centre	
1	Clinical Laboratory Sciences	1	Clinical Medicine
2	Community Based Clinical Subjects	1	Clinical Medicine
3	Hospital Based Clinical Subjects	1	Clinical Medicine
4	Clinical Dentistry	2	Clinical Dentistry
5	Pre-Clinical Studies	1	Clinical Medicine
6	Anatomy	4	Anatomy and Physiology
7	Physiology	4	Anatomy and Physiology
8	Pharmacology	9	Pharmacology
9	Pharmacy	8	Pharmacy
10	Nursing	5	Nursing and Paramedical Studies
11	Other Studies and Professions Allied to Medicine	6	Health and Community Studies
12	Biochemistry	10	Biosciences
13	Psychology	7	Psychology and Behavioural Sciences
14	Biological Sciences	10	Biosciences
15	Agriculture	13	Agriculture and Forestry
16	Food Science and Technology	13	Agriculture and Forestry
17	Veterinary Science	3	Veterinary Science
18	Chemistry	11	Chemistry
19	Physics	12	Physics
20	Earth Sciences	14	Earth, Marine and Environmental Sciences
21	Environmental Sciences	14	Earth, Marine and Environmental Sciences
22	Pure Mathematics	24	Mathematics
23	Applied Mathematics	24	Mathematics
24	Statistics and Operational Research	24	Mathematics
25	Computer Science	25	Information Technology and Systems Sciences
26	General Engineering	16	General Engineering
27	Chemical Engineering	17	Chemical Engineering
28	Civil Engineering	19	Civil Engineering
29	Electrical and Electronic Engineering	20	Electrical, Electronic and Computer Engineering

Unit of assessment		Cost centre	
30	Mechanical, Aeronautical and Manufacturing Engineering	21	Mechanical, Aero and Production Engineering
31	Mineral and Mining Engineering	18	Mineral, Metallurgy and Materials Engineering
32	Metallurgy and Materials	18	Mineral, Metallurgy and Materials Engineering
33	Built Environment	23	Architecture, Built Environment and Planning
34	Town and Country Planning	23	Architecture, Built Environment and Planning
35	Geography	28	Geography
36	Law	29	Social Studies
37	Anthropology	29	Social Studies
38	Economics and Econometrics	29	Social Studies
39	Politics and International Studies	29	Social Studies
40	Social Policy and Administration	29	Social Studies
41	Social Work	29	Social Studies
42	Sociology	29	Social Studies
43	Business and Management Studies	27	Business and Management Studies
44	Accountancy	27	Business and Management Studies
45	American Studies (Canada, the Caribbean, Latin America and the USA)	31	Language Based Studies
46	Middle Eastern and African Studies	31	Language Based Studies
47	Asian Studies	31	Language Based Studies
48	European Studies	31	Language Based Studies
49	Celtic Studies	31	Language Based Studies
50	English Language and Literature	31	Language Based Studies
51	French	35	French, Spanish and German Modern Languages
52	German, Dutch and Scandinavian Languages	31	Language Based Studies
53	Italian	36	Other Modern Languages
54	Russian, Slavonic and East European Languages	36	Other Modern Languages
55	Iberian and Latin American Languages	36	Other Modern Languages
56	Linguistics	31	Language Based Studies

Unit of assessment		Cost centre	
57	Classics and Ancient History	32	Humanities
58	Archaeology	37	Archaeology
59	History	32	Humanities
60	History of Art, Architecture and Design	32	Humanities
61	Library and Information Management	30	Librarianship, Communication and Media Studies
62	Philosophy	32	Humanities
63	Theology, Divinity and Religious Studies	32	Humanities
64	Art and Design	33	Design and Creative Arts
65	Communication, Cultural and Media Studies	30	Librarianship, Communication and Media Studies
66	Drama, Dance and the Performing Arts	33	Design and Creative Arts
67	Music	33	Design and Creative Arts
68	Education	34	Education
69	Sports related subjects	38	Sports Science and Leisure Studies

Subject to cost centre

Subject		Cost centre	
A1	Pre-Clinical Medicine	1	Clinical Medicine
A2	Pre-Clinical Dentistry	2	Clinical Dentistry
A3	Clinical Medicine	1	Clinical Medicine
A4	Clinical Dentistry	2	Clinical Dentistry
AZ	Combined within A	1	Clinical Medicine
AZ	Combined within A	1	Clinical Medicine
B1	Anatomy and Physiology	4	Anatomy and Physiology
B2	Pharmacology	9	Pharmacology
B3	Pharmacy	8	Pharmacy
B4	Nutrition	10	Biosciences
B5	Ophthalmics	4	Anatomy and Physiology
B6	Audiology	34	Education
B7	Nursing	5	Nursing and Paramedical Studies
B8	Medical Technology	5	Nursing and Paramedical Studies
B9	Other Medical Subjects	5	Nursing and Paramedical Studies
BZ	Combined within B	6	Health and Community Studies
C1	Biology	10	Biosciences
C2	Botany	10	Biosciences
C3	Zoology	10	Biosciences
C4	Genetics	10	Biosciences
C5	Microbiology	10	Biosciences
C6	Molecular Biology and Biophysics	10	Biosciences
C7	Biochemistry	10	Biosciences
C8	Psychology (not solely as social science)	7	Psychology and Behavioural Sciences
C9	Other Biological Sciences	10	Biosciences
CZ	Combined within C	10	Biosciences
D1	Veterinary Sciences	3	Veterinary Science
D2	Agriculture	13	Agriculture and Forestry
D3	Forestry	13	Agriculture and Forestry
D4	Food Science	13	Agriculture and Forestry
D8	Agricultural Sciences	13	Agriculture and Forestry
D9	Other Agricultural Subjects	13	Agriculture and Forestry
DZ	Combined within D	13	Agriculture and Forestry

Subject		Cost centre	
F1	Chemistry	11	Chemistry
F2	Materials Science	18	Mineral, Metallurgy and Materials Engineering
F3	Physics	12	Physics
F4	Archaeology (as a science)	32	Humanities
F5	Astronomy	12	Physics
F6	Geology	14	Earth, Marine and Environmental Sciences
F7	Oceanography	14	Earth, Marine and Environmental Sciences
F8	Geography Studies as a science	28	Geography
F9	Environmental Science and Other Physical Sciences	14	Earth, Marine and Environmental Sciences
FZ	Combined within F	14	Earth, Marine and Environmental Sciences
G1	Mathematics	24	Mathematics
G4	Statistics	24	Mathematics
G5	Computing Science	25	Information Technology and Systems Sciences
G9	Other Mathematical Sciences	24	Mathematics
GZ	Combined within G	24	Mathematics
H1	General Engineering	16	General Engineering
H2	Civil Engineering	19	Civil Engineering
H3	Mechanical Engineering	21	Mechanical, Aero and Production Engineering
H4	Aeronautical Engineering	21	Mechanical, Aero and Production Engineering
H5	Electrical Engineering	20	Electrical, Electronic and Computer Engineering
H6	Electronic Engineering	20	Electrical, Electronic and Computer Engineering
H7	Production Engineering	21	Mechanical, Aero and Production Engineering
H8	Chemical Engineering	17	Chemical Engineering
H9	Other Engineering	21	Mechanical, Aero and Production Engineering
HZ	Combined within H	16	General Engineering
J1	Minerals Technology	18	Mineral, Metallurgy and Materials Engineering

Subject		Cost centre	
J2	Metallurgy	18	Mineral, Metallurgy and Materials Engineering
J3	Ceramics and Glasses	18	Mineral, Metallurgy and Materials Engineering
J4	Polymers and Textiles	16	General Engineering
J5	Others Materials Technology	18	Mineral, Metallurgy and Materials Engineering
J6	Maritime Technology	21	Mechanical, Aero and Production Engineering
J8	Biotechnology	10	Biosciences
J9	Other Technologies	16	General Engineering
K1	Architecture	23	Architecture, Built Environment and Planning
K2	Building	23	Architecture, Built Environment and Planning
K3	Environmental Technologies	23	Architecture, Built Environment and Planning
K4	Town and Country Planning	23	Architecture, Built Environment and Planning
K9	Other Architectural Studies	23	Architecture, Built Environment and Planning
KZ	Combined within K	23	Architecture, Built Environment and Planning
L1	Economics	29	Social Studies
L3	Sociology	29	Social Studies
L4	Social Policy and Administration	29	Social Studies
L5	Social Work	6	Health and Community Studies
L6	Anthropology	29	Social Studies
L7	Psychology (without significant element of biological science)	7	Psychology and Behavioural Sciences
L8	Geography (unless solely as a physical science)	28	Geography
LZ	Combined within L	29	Social Studies
M1	Politics	29	Social Studies
M3	Law	29	Social Studies
M9	Other Social Studies	29	Social Studies
N1	Business and Management Studies	27	Business and Management Studies
N2	Operational Research	27	Business and Management Studies

Subject		Cost centre	
N3	Financial Management	27	Business and Management Studies
N4	Accountancy	27	Business and Management Studies
N5	Marketing and Market Research	27	Business and Management Studies
N6	Industrial Relations	27	Business and Management Studies
N7	Catering and Institutional Management	27	Business and Management Studies
N8	Land and Property Management	23	Architecture, Built Environment and Planning
N9	Transport and Other Business & Admin Studs	27	Business and Management Studies
NZ	Combined within N	27	Business and Management Studies
P1	Librarianship	30	Librarianship, Communication and Media Studies
P2	Information Science	25	Information Technology and Systems Sciences
P3	Communication Studies	30	Librarianship, Communication and Media Studies
P4	Media Studies	30	Librarianship, Communication and Media Studies
P5	Publishing	32	Humanities
P6	Journalism	30	Librarianship, Communication and Media Studies
PZ	Combined within P	30	Librarianship, Communication and Media Studies
Q1	Linguistics	31	Language Based Studies
Q2	Comparative Literature	31	Language Based Studies
Q3	English	31	Language Based Studies
Q4	American Studies	32	Humanities
Q5	Celtic Languages, Literature & Culture	31	Language Based Studies
Q6	Latin Language & Literature	31	Language Based Studies
Q7	Ancient Greek Language & Literature	31	Language Based Studies
Q8	Classics	31	Language Based Studies
Q9	Other Ancient Languages & Related Studies	31	Language Based Studies
QZ	Combined within Q	31	Language Based Studies
R1	French Language, Literature & Culture	35	French, Spanish and German Modern Languages
R2	German Language, Literature & Culture	35	French, Spanish and German Modern Languages

Subject		Cost centre	
R3	Italian Language, Literature & Culture	36	Other Modern Languages
R4	Spanish Language, Literature & Culture	35	French, Spanish and German Modern Languages
R5	Portuguese Language, Literature & Culture	36	Other Modern Languages
R6	Latin American Languages, Literature & Culture	36	Other Modern Languages
R7	Scandinavian Languages, Literature & Culture	36	Other Modern Languages
R8	Russian Languages, Literature & Culture	36	Other Modern Languages
T1	Slavonic and East-European Languages, Literature &	36	Other Modern Languages
T2	Other European Languages, Literature & Culture	36	Other Modern Languages
T3	Chinese Languages, Literature & Culture	36	Other Modern Languages
T4	Japanese Languages, Literature & Culture	36	Other Modern Languages
T5	Other Asian Languages, Literature & Culture	36	Other Modern Languages
T6	Modern Middle-Eastern Languages, Literature & Cult	36	Other Modern Languages
T7	African Languages, Literature & Culture	36	Other Modern Languages
T8	Other Language Studies	36	Other Modern Languages
T9	Other or Unspecified Modern Languages	36	Other Modern Languages
V1	History	32	Humanities
V3	Economic and Social History	29	Social Studies
V4	History of Art	32	Humanities
V5	History and Philosophy of Science	32	Humanities
V6	Archaeology	37	Archaeology
V7	Philosophy	32	Humanities
V8	Theology and Religious Studies	32	Humanities
V9	Other Humanities	32	Humanities
VZ	Combined within V	32	Humanities
W1	Fine Art	33	Design and Creative Arts
W2	Design Studies	33	Design and Creative Arts
W3	Music	33	Design and Creative Arts
W4	Drama	33	Design and Creative Arts
W5	Cinematics	33	Design and Creative Arts

Subject		Cost centre	
W6	Crafts	33	Design and Creative Arts
W8	Beauty and Hairdressing	33	Design and Creative Arts
W9	Art and Design other	33	Design and Creative Arts
WZ	Combined within W	33	Design and Creative Arts
X1	Teacher Training	34	Education
X2	Physical Education	34	Education
X3	Academic Studies in Education	34	Education
X4	Techniques in Teaching Children	34	Education
X5	Techniques in Teaching Adults	34	Education
X6	Education for those with special needs	34	Education
X7	Technology in Education	34	Education
X8	Management and Organisation of Education	34	Education
X9	Other Topics in Education	34	Education
XZ	Combined within X	34	Education
Y1	Combined or General Science	16	General Engineering
Y2	Combined or General Social Science	29	Social Studies
Y3	Combined or General Arts	32	Humanities
Y5	Comb Gen & Leis Crs not elsewhere specified	27	Business and Management Studies

Higher Education Funding Council for England
Northavon House
Coldharbour Lane
BRISTOL
BS16 1QD

Tel 0117 931 7317
Fax 0117 931 7203
WWW http://www.hefce.ac.uk